**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review distributive property. Have students complete the spiral review 3-5 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Array, distributive, product, factor, sum  Teacher will present words using pictures and prior examples of how the words were used in prior lessons. Have students teach partners and record an example and non-example using each word in their journals. Have each pair present their example and non-example to the class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Using various manipulatives have students create arrays using numbers with the factors 6,7 and 8.*  *Show how to break the array into smaller problems.*  *When in a real life setting would you use this strategy?* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Draw your arrays to show the whole problem as well as the broken apart problem.*  Convince me that the two smaller problems create the whole.  Is there a different way you could create the same whole? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Do problems 1-4 with a partner. Once you are finished we will go over them as a group. Do 7-10 independently you must show your work. Be ready to convince the class that your answer works.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  Play array activity from investigations. | |
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| **HOMEWORK Problems 11-20 Show two ways to justify your answer.** | |
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